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A COMPARATIVE ANALYSIS OF THE ON-CAMPUS AND OFF-CAMPUS
STUDENT TEACHING PROGRAMS IN THE ELEMENTARY SCHOOLS
AT APPALACHIAN STATE TEACHERS COLLEGE

A Thesis
Presented to
the Faculty of the Department of Education
Appalachian State Teachers College

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

by
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CHAPTER I

INTRODUCTION

The importance of evaluation in education is generally accepted by educators today. Methods of procedure, goals to be evaluated, and the interpretation of results may be subject to argumentation; but no one questions the need for evaluation since evaluation is the lifeblood of progress.

Just as the elementary and high school teachers must carefully evaluate the progress of their pupils to insure that desired goals are being reached, so must the college take time to analyze and appraise its product and its curriculum.

Troyer and Pace define evaluation in education as "the process of judging the effectiveness of educational experience. It includes gathering and summarizing evidence on the extent to which educational values are being attained."¹ In light of this definition, then, it would appear that teacher education institutions must make certain that their educational values have been defined and should take steps toward gathering data upon which the effectiveness of the students' progress toward achievement of these values may be judged.

One of the student experiences which is generally accepted to be of great importance in the preservice education

¹Maurice Troyer, and Charles Pace, Evaluation in Teacher Education, (Washington: American Council in Education, 1944), p. 1.

of teachers is that of student teaching; yet it appears that very little has been done toward making a systematic appraisal of this program in most institutions. This lack of concern is pointed out by Stiles:

Research related to the evaluation of programs of student teaching is limited. It has been pointed out that institutions which educate teachers have tended to accept student teaching on "faith" because of the fact that this course has so often been rated by experienced teachers as the most meaningful experience of their preservice program of professional education. The results have been an attitude of complacency with respect to the evaluation of student teaching.²

In view of the necessity of evaluation in education, and the importance of student teaching in the education of teachers, it seems apparent that an appraisal of the outcomes of the student teaching program at an institution should be of value to that institution. This should be particularly true if the effort is made to compare two patterns of student teaching which operate within the institution in an effort to ascertain which of the two patterns of student teaching appears to be making the most significant contributions toward the attainment of the objectives of the program.

The Problem

Statement of the problem. The problem undertaken in this study was to compare the on-campus and off-campus student teaching patterns at Appalachian State Teachers College

²Lindley Stiles, "Student Teaching and Internship," Encyclopedia of Educational Research, (New York: MacMillan Company, 1950), p. 1366.

with respect to the degree to which the students enrolled in the two student teaching patterns attained the objectives of the student teaching program.

Major aspects of the problem are:

1. Was there agreement as to what constituted the objectives of student teaching by the student teaching staff?
2. What learning experiences contributed towards the attainment of the objectives of the student teaching program?
 - a. In which of these experiences did student teachers actually participate?
 - b. To what extent was this participation deemed adequate?
3. Were any of the objectives of student teaching attained earlier than others in the opinion of:
 - a. Student teachers who were teaching at the elementary level in both on-campus and off-campus teaching situations?
 - b. Supervising teachers in the laboratory school and in the cooperating schools?
4. To what extent were the objectives of student teaching attained at the completion of the student teaching experience in the judgement of:
 - a. Student teachers who were teaching at the elementary level in both on-campus and off-

campus situations?

b. Supervising teachers in the laboratory school and in the cooperating schools?

5. What recommendations could be made in the light of the data obtained from this study for the improvement of the student teaching program at Appalachian State Teachers College?

Definition of Terms

The term student teaching was used in this study as defined by the American Association of Colleges for Teacher Education: "Student teaching is a period of guided teaching when the student takes increasing responsibility for guiding the school experience of a given group of learners over a period of consecutive weeks."³

The term student teacher was used to refer to the college student who was engaged in supervised student teaching on the elementary level.

The term supervising teacher was used to refer to the classroom teacher who was given the responsibility of supervising and directing the experiences of the student teacher in either the laboratory school or the cooperating school.

The term laboratory school was used to refer to the Appalachian Elementary School which was maintained by

³American Association of Colleges for Teacher Education, Revised Standards for Accrediting Colleges for Teacher Education, (Chicago: University of Chicago Press, 1948), p.21.

Appalachian State Teachers College to provide laboratory experiences, including student teaching for prospective teachers.

The term Cooperating school was used to refer to the public schools in northwestern North Carolina which participated in the student teaching program of Appalachian State Teachers College during the school year 1955-56.

Basic Assumptions

The following assumptions are basic to this investigation:

1. The objectives are attained to a large extent through participation in various experiences in the organized program of student teaching. This appears to be true since student teaching is largely an experiential type of teacher education. The professional preparation of teachers for public elementary school teaching responsibilities commonly included such direct experiences as would provide for a realistic and functional understanding of the teaching-learning process.
2. That the objectives of the on-campus and off-campus programs are the same. This appears to be justifiable on the basis of the fact that both programs are preparing teachers for identical certification.
3. Student teachers and supervising teachers are capable of making valid judgements concerning the degree of

attainment of the objectives of the student teaching program.

This assumption appears to be justifiable in light of:

(1) the professional training the student teacher has just completed; (2) the supervisory assistance that is given the student teacher; (3) the student teacher working in a profession for which he is trained being able to recognize and judge his progress; (4) the professional training and experience the supervising teachers have had; (5) the probability that success in their previous teaching experience was significant in their being selected as supervising teachers; and (6) the close working relationship between student teachers and supervising teachers.

4. That the student teachers who participate in the two patterns of student teaching are of equal ability. This assumption seems to be reasonable since no selective factors are involved in determining which pattern student teachers choose for their teaching experience.

5. The data gathered in this investigation will be reasonably representative of the same kinds of data that might be gathered in any other period of student teaching under similar circumstances.

Procedure

The data for this study were collected as a part of a research investigation sponsored by Appalachian State Teachers College which was conducted by a supervisor of off-

campus student teaching.⁴

Selection of Objectives and Experiences

Selection of objectives. In 1953 a student teaching handbook⁵ was written by the personnel involved with the teacher education program at Appalachian State Teachers College as a guide for student teachers, supervising teachers, and college supervisors. The first chapter of the handbook gives an overview of the full-time off-campus program and lists nineteen values of the program to the student teacher. These nineteen values provided a basis for the formulation of objectives for the student teaching program. By restating the values, eleven objectives were submitted to the college faculty members who were responsible for the original values, for their study and re-evaluation. The faculty approved the eleven objectives and recommended that two additional objectives be included, making a total of thirteen objectives for the student program.

Selection of experience. During the early stages of this study, a survey was made of the literature dealing with the various types of experiences provided in the preservice education of teachers in the United States. Types of liter-

⁴Roy Blanton, "An Analysis of the Full-Time Off-Campus Student Teaching Program in the Secondary Schools of Appalachian State Teachers College," (Bloomington, unpublished Doctor's dissertation, Indiana University, 1957), p. 363.

⁵Appalachian State Teachers College, "Student Teaching Handbook," (Mimeographed), p. 53.

ature examined included professional books, periodical articles, reports of doctoral studies, and manuals prepared for the use of students in connection with observation. This survey was made for the purpose of obtaining a complete list of experiences that student teachers engage in during the student teaching assignment.

The experiences which might lead to the attainment of the objectives were grouped under each of the thirteen objectives. These experiences were then submitted to a panel composed of nine supervising teachers in Appalachian Laboratory School who had supervised student teachers for a period of five or more years, and four members of the student teaching staff who were responsible for writing the student teaching handbook. The revised list was then sent to fifty-six supervising teachers in off-campus schools for their opinion as to the value of the experiences with reference to each of the thirteen objectives.

Student Teachers as a Source of Data

Fifty-seven student teachers assigned off-campus elementary schools, and thirty-three student teachers assigned to the laboratory school during the school year 1955-1956, participated in the study. In the off-campus schools, nine student teachers completed their student teaching assignment during the fall quarter, twenty-seven completed their

the winter quarter, and twenty-one completed their assignment during the spring quarter. In the laboratory school, thirteen student teachers completed their student teaching assignment during the fall quarter, eight completed their assignment during the winter quarter, and twelve completed their assignment during the spring quarter.

A conference was arranged by the Supervisor of Off-Campus Student Teachers with each group of student teachers. at the beginning of each quarter, to explain the purpose of the study and to request their cooperation in submitting data at the times requested. The students were also assured that the information they submitted in their reports would in no way affect their student teaching grades.

Attainment of objectives. Data relating to the relative attainment of the objectives of the student teaching program were obtained by preparing a report form⁶ for the use of student teachers in reporting the extent to which the objectives were being achieved. It was also suggested that conferences be arranged between the student teacher and the supervising teacher, so that the report forms would be interpreted alike by them.

In order that the approximate time the objectives were achieved might be determined, the student teachers were asked to submit reports at three definite intervals during their student teaching experience. Since the student teach-

⁶Infra Appendix A, p. 84.

ing program at Appalachian State Teachers College involves three quarters of twelve weeks each, the student teachers were requested to mail their reports at the end of the fourth, eighth, and twelfth weeks.

Participation in experiences. Data relating to the participation in experiences were obtained by devising a check list⁷ to include the experiences that contributed toward the attainment of the objectives. The student teachers were requested to (1) check the experiences in which they engaged, and (2) indicate the adequacy of their participation in the experiences by checking yes or no in answer to the question as to whether or not more participation was needed in order to attain satisfactorily the objective to which the experience contributed. The check list was returned by student teachers at the end of the fourth, eighth, and twelfth weeks of the fall, winter, and spring quarter.

Supervising Teachers as a Source of Data

The second source of data were the supervising teachers who supervised the work of the student teachers in the laboratory school and the cooperating schools. These supervising teachers met the following standards: (1) Each held an "A" certificate. (2) Each have had at least three years of teaching experience. (3) Each had taught at least one

⁷Infra Apendix B, p. 86.

previous year in the school where they were supervising teachers. (4) Each was willing to supervise a student teacher.

The supervising teachers were assured that their identity and the school's identity would be protected and that the information which they submitted would be treated confidentially.

Attainment of objectives. Data relating to the attainment of the objectives of the student teaching program in the judgement of supervising teachers were obtained by using a report form similar to that which was used by student teachers. To increase the reliability of the data, the supervising teachers were requested to submit reports at the same times as the student teachers.

Limitation of the Problem

The study was limited in the following ways:

1. The student teachers from whom data were collected were those enrolled in student teaching in the Appalachian Elementary School and the elementary off-campus schools at Appalachian State Teachers College during the academic year 1955-1956.

2. The supervising teachers from whom data were collected were those who directed and guided the work of the student teachers enrolled in student teaching in the Appalachian Elementary School and the elementary off-campus schools at Appalachian State Teachers College during the academic year 1955-1956.

Organization of the Thesis

Chapter I has contained a description of the problem and its related aspects, including the definition of terms, basic assumptions, procedure, and the limitations of the problem.

Chapter II will be concerned with the survey of the literature related to the problem under consideration.

Chapter III will be concerned with the data relative to the student teachers' participation in the experiences, and the adequacy of that participation.

Chapter IV will report the attainment of the objectives of student teaching as judged by student teachers and supervising teachers.

Chapter V will include a summary of the findings of the study, conclusions drawn from the findings, and recommendations for the improvement of the student teaching program.

CHAPTER II

SURVEY OF RELATED LITERATURE

Many studies and investigations were found in the literature pertaining to student teaching, but only those contributions most directly pertaining to the problem under surveillance were selected for review. The two parts into which this chapter is divided are as follows: (1) studies relating to the activities of student teachers; and (2) analysis and evaluation of student teaching programs.

Literature Related to Activities of Student Teachers

The first part of this chapter includes a review of the literature specifically concerned with the activities in which student teachers participate. Much duplication was found in the lists of activities by the various writers.

Armentrout¹ made one of the first studies of the activities of student teachers in 1927. With the help of 25 supervising teachers, he made an analysis of student teaching activities at Colorado State Teachers College. After a Committee had combined and organized numerous specific activities, five supervising teachers then classified these activities under nine general headings:

¹Winfield Armentrout, The Conduct of Student Teaching in State Teachers Colleges (Greeley: Colorado Teachers College Education Series, No. 2, 1927), 198 pp.

1. Activities pertaining to the setting in which the teaching and learning process takes place
2. Activities concerned with the organization of subject matter
3. Activities concerned with the teaching of subject matter
4. Activities pertaining to the discipline of pupils
5. Activities pertaining to professional growth
6. Activities concerned with the organization of the school
7. Community activities
8. Activities involved in the observation of the training teacher
9. Activities involved in conferences with the training teacher²

Three categories were then established in order that these activities could be placed under major headings:

1. Activities involving mechanical skill for which little formal skill is necessary
2. Activities of a relatively more complex nature which can best be learned in the actual student teaching situation
3. Activities of a still more complex nature which are not completely learned during the period of training³

Activities under the first major heading are largely mechanical, such as regulating the heat, adjusting the seats,

²Ibid., p. 40.

³Ibid., p. 39.

and making records and reports. In order to participate in the activities under the second heading, the teacher must gain a certain degree of skill and mastery in the practices of classroom procedure, such as conducting tests, indicating errors in spelling, and asking factual questions. On the third level, the teacher must be artistic and creative, for example, making pupils feel a need for the work to be done, applying laws of learning, and reading to develop a philosophy of education.

A short time later Charters and Waples⁴ compiled a master list of 1,001 activities and personality traits, derived from a study of professional literature, interviews with students, and reports from teachers, administrators, and professors of education. In all, 236,655 activities including duplications, were reported and then divided into seven divisions:

- I. Teacher's activities involved in classroom instruction
 - A. Teaching subject matter
 - B. Teaching pupils to study
- II. Teacher's activities involved in school and class management
 - A. Activities involved in recording and reporting facts concerning pupils
 - B. Activities involving contacts with pupils

⁴Werrett W. Charters, and Douglas Waples, The Commonwealth Teacher-Training Study (Chicago: University of Chicago Press, 1929), 658 pp.

- III. Activities involving supervision of pupil's extra-classroom activities
- IV. Activities involving relationships with the personnel of the school staff
- VI. Activities concerned with professional and personal advancement
- VII. Activities in connection with school plant and supplies⁵

The activities filed in each division were then classified further into sub-divisions, sections, and sub-sections. After classifying some 12,000 activities the list was checked for completeness. Reports from 2,331 teachers, examination of books by the staff, and reports from 25 professors of education and their graduate students revealed no new type activities.

In a study reported in 1955, Jones⁶ concluded that:

Charters and Waples and their co-workers intended that their findings should be used as a basis for curriculum revision in teacher-training institutions, including the revision of academic and professional courses and courses in observation and student teaching. There is no indication that they contemplated setting up a program of professional laboratory experiences (other than observation) prior to student teaching. It seems reasonable to believe, however, that the comprehensive list of teachers' activities which these researchers compiled and analyzed has served as a basis for the subsequent establishment of such programs.

⁵Ibid., p. 21.

⁶Isabel F. Jones, A Study of the Relationship of Various Types of Pre-student Teaching Experiences to Success in Student Teaching. Unpublished doctoral dissertation. (Charlottesville, Virginia, University of Virginia, 1955), 18f. pp.

Flowers⁷ made an investigation in 1932 to determine the content of student teaching courses in state teachers colleges that train for the secondary schools. In determining the content of these courses, three questions were given careful consideration:

1. How are the teachers colleges organized to give professional training to prospective secondary school teachers?
2. How are the courses in student teaching organized and administered to carry out the programs of training which the institutions have set up?
3. In what activities does the student teacher engage while pursuing the course in student teaching?

The data that were used to analyze the content of these courses were gathered from directors, critic teachers, school catalogs, and interviews with graduate students, supervisors, and directors. The activities were divided into four areas:

- I. Activities involving class instruction
- II. Activities involving classroom management and control
- III. The student teacher's part in extra-class and community activities

⁷John G. Flowers, Content of Student Teaching Courses Designed for the Training of Secondary Teachers in State Teachers Colleges, (New York: Contributions to Education, No. 538, Teachers College, Columbia University, 1932), 81 pp.

IV. The student teacher's growth⁸

Lindsey⁹ considered the variety of experiences offered as important as, if not more important than, the amount of time spent in student teaching. In reporting the major findings and recommendations of the Committee on Student Teaching, she listed the following as being the most frequently reported activities of student teachers:

1. Setting up objectives and planning effective methods of solving problems
2. Developing basic skills needed in various areas
3. Participating in various forms of creative expression
4. Developing understanding of the fundamental fields of human knowledge
5. Participating in and directing discussion, drill, exposition, storytelling, individual instruction, and directed study
6. Caring for the physical well-being of pupils
7. Checking on ventilation, heating, and lighting
8. Providing for cleanliness and attractiveness of room
9. Arranging work on blackboards and bulletin boards
10. Developing a set of educational principles and using the same in meeting and dealing with problems

⁸Ibid., 35ff pp.

⁹Margaret Lindsey, "Major Findings and Recommendations in the Study of Professional Laboratory Experiences," First Yearbook, (Washington: American Association of Colleges for Teacher Education, 1951), 203 pp.

11. Becoming acquainted with and using professional sources

12. Critically evaluating teacher activities¹⁰

Swenson and Hammock¹¹ considered the following three types of experiences to be highly desirable:

1. Visits in and studies of the community, preferably in the company of children or adolescents (e.g., court house, water plant, local industries, transportation facilities, historic spots)
2. Individual work assignments with child and youth groups (e.g., scouts, Sunday School groups, social agency activities)
3. Participation in community projects (e.g., recreation programs, clean-up campaigns, safety drives)

Literature Related to the Evaluation of Student Teaching Programs

The literature pertaining to the evaluation of student teaching programs was found to be of two types: studies of universities and colleges to ascertain existing practices, and studies within a particular institution for the purpose of improving the program in operation.

One of the earliest studies to determine existing practices in the area of student teaching was made by

¹⁰Ibid., p. 203.

¹¹Esther Swenson, and Robert C. Hammock, "Off-Campus Laboratory Experiences; Their Growth, Importance, and Present Role in Teacher Education," Off-Campus Student Teaching, (Association for Student Teaching, 30th Yearbook, 1951), 205 pp.

¹²Ibid., p. 19.

Mead¹³ in 1917. Questionnaires were sent to 259 institutions with teacher training departments. A summary of the 182 replies that were received and tabulated is as follows:

1. There were 119 institutions offering practice teaching for secondary teachers.
2. More institutions used public schools than their own high schools.
3. In 95 institutions the average number of student teachers was 19.5.
4. The average amount of student teaching done by student teachers in 74 institutions was 3.98 semester hours.
5. All varieties of supervision of student teachers existed, from practically no supervision to close supervision.¹⁴

Another early study was conducted by Colebank¹⁵ in 1928. The purpose of his study was to determine the status and trends of student teaching in training institutions of the North Central Association of Secondary Schools and Colleges. Questionnaires were sent to 159 colleges providing facilities for student teaching on the secondary level, and 119 usable questionnaires were returned.

¹³Arthur R. Mead, "Report of a Study of Institutions with Teacher Training Departments," Practice Teaching for Secondary School Teachers, (United States Bureau of Education Bulletin No. 29, 1917), 82 pp.

¹⁴Ibid., 23 pp.

¹⁵George H. Colebank, "Practice Teaching in the Colleges of the North Central Association," North Central Association Quarterly 3:376-431, December, 1928.

Some of the more significant findings of this study have been summarized as follows:

1. The general tendency was for student teaching to be done in public schools cooperating with colleges.
2. The four-year (9-12) type of high school predominated over any other classification of school.
3. The average number of hours required in the academic subject taught by student teachers for all colleges reporting was 23.4 semester hours.
4. Factors considered in the selection of student teachers were familiarity with the subject taught, moral status, scholastic rank, and physical fitness.
5. Student teachers were required to have approximately twelve semester hours of education before being assigned to student teaching.
6. The average amount of credit received for student teaching in all colleges was 3.27 semester hours.
7. Three out of four student teachers taught only one subject.
8. The median amount of time that the supervising teacher was present when the student teacher was responsible for the class was 84.8 per cent.
9. Student teachers used score sheets in judging the teaching observed.
10. Both group and individual conferences were held frequently.¹⁶

¹⁶Ibid., 415ff pp.

Fitch¹⁷ made a study to determine the activities of the elementary school supervisors in working with student teachers. A total of 779 check lists, containing 422 supervisory activities, was distributed to supervisors throughout the United States. Of these 799 check lists, 355, or 45.5 per cent, were completed and returned.

The results of the study revealed that the contacts of the student teachers in their student teaching experience are limited to the classroom teaching. Analysis of the particular activities which supervisors are performing reveals that student teachers do not have opportunities to:

1. Become acquainted with children except in the classroom
2. Have contacts with programs of health and physical education
3. Learn to use standardized intelligence and achievement tests in connection with teaching.
4. Take children on school excursions
5. Supervise children in their preparation for school programs and parties
6. Handle office records and reports
7. Participate in meetings of parent-teachers associations¹⁸

¹⁷Harry N. Fitch, An Analysis of the Supervisory Activities and Techniques of the Elementary School Training Supervisor, (New York: Contributions to Education, No. 476, Teachers College, Columbia University, 1932), p. 81.

¹⁸Ibid., 71f pp.

Lauby¹⁹ made an investigation to analyze the student teaching program in the secondary schools at Indiana University. An analysis was made of the objectives of the program, the activities in which the student teachers engaged, and the problems and difficulties which student teachers encountered.

The data were collected by means of report forms from 226 student teachers and ninety-six supervising teachers.

Regarding the suggestions for the improvement of the program more than two thirds of all the suggestions by student teachers and supervising teachers related to five types: (1) scheduling a block of time for student teaching; (2) planning and organizing learning materials, activities, and procedures; (3) understanding pupils; (4) providing prior experiences of observation and participation; and (5) acquiring needed subject matter.²⁰

Patterson²¹ reported a study in which he obtained opinions from graduates of twenty-four institutions (i.e., nine teachers colleges, eight colleges of liberal arts, and seven universities) located in sixteen states, concerning their student teaching experience. The results indicated that they were in favor of student teaching and "they are almost as enthusiastic about student teaching in an off-campus school

¹⁹Lauby, op. cit.

²⁰Ibid., p. 173.

²¹A. D. Patterson, "The Student Teachers Look at the Program," Off-Campus Student Teaching, (Association for Student Teaching, 30th Yearbook, 1951), 206 pp.

as they are critical of on-campus efforts to prepare them for their assignment to student teaching."²²

The final question was constructed to secure their suggestions for making student teaching a more helpful experience. Their suggestions were summarized in the following six statements:

1. Student teaching should be a full-time experience.
2. More adequate preparation for student teaching should be provided.
3. Some type of student teaching should occur earlier in the professional program.
4. The quality of supervisory guidance should be improved.
5. There should be a close relationship between the professional courses and the student teaching program.
6. Off-campus student teaching should be provided.²³

Hahn²⁴ conducted a study in 1950, sponsored by the Utah State Department of Public Instruction, to determine current practices with respect to student teaching.

Problems, compiled from the literature and from the department's files, were grouped under five headings:

²²Ibid., p. 82.

²³Ibid., p. 88.

²⁴Walter Hahn, "Current Practices and Problems in Student Teaching," Journal of Teacher Education 2:118-121, June, 1950.

1. Amount of student teaching required
2. General organization and administration of the student teaching program
3. The relationship between directing teacher and student teacher
4. The relationship between supervisor and student teacher
5. The role of the student teacher in the cooperating school²⁵

Different forms were sent to deans, directors of teacher training, supervisors, superintendents, principals, and supervising teachers. The following suggestions were favored by all concerned:

1. Increase in the amount of student teaching required in both elementary and secondary education
2. Participation of academic departments in the supervision of secondary school student teachers
3. Better selection, training, and remuneration of directing teachers in the cooperating schools
4. Adjustments in the program of student teaching to meet the needs of individual student teachers
5. Limitation of student to the student teacher's majors or minors
6. Requirement of student teaching in two subjects or grades rather than one
7. Study of criteria for evaluation of student teaching

²⁵Ibid., p. 118.

8. Information given student teachers regarding both the criteria and the actual evaluation of their work
9. Increase in the number of supervisory personnel in teacher education institutions
10. Reduction in the non-supervisory duties of such personnel
11. Provision of time for regular conferences between directing teachers and student teachers
12. Increase of financial support for the teacher-education institutions in general and for the student teaching program in particular²⁶

Wey,²⁷ in 1950, made a study of the difficulties of beginning teachers and student teachers at Appalachian State Teachers College. Data were gathered by means of report forms and conferences from 132 student teachers, thirty-eight supervising teachers, and ninety-five beginning teachers. The problems from these three sources were first classified into three general areas, the general areas were then subdivided into major categories, and the major categories were subdivided into specific types of problems. Of the 3,002 difficulties reported by student teachers, approximately sixty-three per cent were of eleven specific types. They are listed below in descending order of frequency:

²⁶Ibid., p. 121.

²⁷Herbert W. Wey, A Study of the Difficulties of Student Teachers and Beginning Teachers in the Secondary Schools as a Basis for the Improvement of Teacher Education with Particular Reference to the Appalachian State Teachers College, Unpublished doctoral dissertation (Bloomington: Indiana University, 1950), 383 pp.

1. Handling problems of pupil control and discipline
2. Motivating pupil interest and response
3. Handling routine phases of classroom management
4. Adjusting to deficiencies in school equipment
5. Handling broader aspects of teaching techniques
6. Lack of command over subject matter and instructional materials
7. Lack of effective teaching voice
8. Presenting the lesson and guiding pupil discussion
9. Adapting to the needs, interests, and abilities of pupils
10. Difficulties involved in planning and organizing learned activities, materials, and procedures
11. Lack of poise, self-confidence, assurance, and emotional stability²⁸

In 1955, Jones²⁹ made a study of the relationship of various types of pre-student teaching experiences to success in student teaching at Appalachian State Teachers College. Information concerning pre-student teaching experiences which formed an integral part of the college program was obtained from the responses of the 116 student teachers involved in the study, college staff members, and laboratory school teachers.

²⁹Jones, op. cit., 83 ff. pp.

The pre-student teaching experiences were arranged in order of frequency under the following headings:

1. Experiences involving observation alone
2. Experiences involving the study of individual children and groups of children
3. Experiences involving participation in school activities other than actual teaching
4. Experiences involving actual teaching
5. Experiences involving participation in school and non-school activities
6. Extra-curricular activities involving leadership with groups of children or with college groups.³⁰

³⁰Ibid., 98f. pp.

CHAPTER III

PARTICIPATION IN EXPERIENCES AND THE ADEQUACY
OF THAT PARTICIPATION

As pointed out in a previous chapter,¹ a check list was prepared which consisted of a list of the experiences that the supervising teachers had rated as being important to the attainment of the student teaching program. This check list was validated in a companion study² by the Off-campus Supervisor, and the details of the validation procedure may be found in this study.

The student teachers in both on-campus and off-campus situations were requested to indicate the experiences in which they had actually participated during the student teaching experience. They were also requested to indicate whether or not they felt that they had enough participation to attain satisfactorily the objectives to which the experience contributed. This was done in order to ascertain the extent of adequacy of the participation in the judgement of student teachers.

Although each student teacher submitted a report form at three different intervals during each of the three quarters, the data concerning the participation of the students in the experiences contributing to each objective, and the

¹Supra, p. 10.

²Blanton, op. cit., p. 1.

adequacy of that participation, will be consolidated and presented in one table.

The following table, Table 1, shows the number of student teachers participating in the experiences and the adequacy of participation with reference to the attainment of the first objective, as reported by student teachers in both on-camps and off-campus situations, at the end of the fall, winter, and spring quarters.

Experiences Contributing to the Attainment
of Objective One

As may be seen in Table 1, all of the student teachers teaching on-campus and all of the student teachers teaching off-campus participated in four of the eleven experiences. They are: working with small groups of students in the classroom, teaching in the classroom, observing student activities outside the classroom, and holding conferences with individual students. Of the thirty-three student teachers teaching on-campus, seventy per cent or more participated in studying cumulative records of students and supervising study hall or noon hour activities. Of the fifty-seven student teachers teaching off-campus, seventy per cent or more participated in holding conferences with parents or other teachers concerning pupils, planning and carrying out remedial measures, studying cumulative records of students, and supervising study hall or

TABLE 1. ADEQUACY OF PARTICIPATION IN EXPERIENCES DESIGNED TO CREATE AN UNDERSTANDING OF THE PHYSICAL, MENTAL, AND EMOTIONAL DEVELOPMENT OF CHILDREN, AS REPORTED BY STUDENT TEACHERS AT THE END OF THE FALL, WINTER, AND SPRING QUARTERS

Experiences	On-campus student teachers N=33				Off-campus student teachers N=57			
	Students participating in experiences		Students indicating adequate participation in experiences		Students participating in experiences		Students indicating adequate participation in experiences	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Planning and carrying out remedial measures	21	64	21	64	46	80	42	74
Making a case study of students	5	15	5	15	11	19	11	19
Working with small groups of students in the classroom	33	100	33	100	57	100	57	100
Attending student social events	19	58	19	58	37	65	37	65
Supervising study hall or noon hour activities	31	94	31	94	53	93	53	93
Teaching in the classroom	33	100	33	100	57	100	57	100
Observing student activities outside the classroom	33	100	33	100	57	100	57	100
Studying cumulative records of students	23	70	23	70	51	89	51	89
Holding conferences with parents or other teachers concerning pupils	20	61	20	61	44	77	44	77
Holding conferences with individual students	33	100	33	100	57	100	57	100
Chaperoning student trips	8	24	8	24	19	33	19	33

noon hour activities. It may also be noted that five students, or fifteen per cent, of the student teachers on-campus made a case study of students compared to eleven students, or nineteen per cent, of the student teachers off-campus and eight students, or twenty-four per cent, of those teaching on-campus as compared to nineteen students, or thirty-three per cent, of those teaching off-campus participated in chaperoning student trips. A larger per cent of on-campus student teachers participated in one of the eleven experiences, and a larger per cent of off-campus student teachers participated in six of the eleven experiences.

The student teachers teaching on-campus indicated that adequate participation was provided in all of the eleven experiences. Adequate participation was provided for those teaching off-campus with the exception of one experience, planning and carrying out remedial measures.

Experiences Contributing to the Attainment of Objective Two

As one may see by observing Table 2, all of the student teachers on-campus participated in the following two experiences: working with students in co-curricular activities and observing and cooperating with the janitorial staff. In addition to the two previously mentioned experiences, all the student teachers teaching off-campus also participated in assisting other teachers. Of those teaching on-campus seventy

TABLE 2. ADEQUACY OF PARTICIPATION IN EXPERIENCES DESIGNED TO DEVELOP COMPETENCE IN ESTABLISHING AND MAINTAINING CORDIAL RELATIONS WITH PUPILS, SCHOOL PERSONNEL, AND PARENTS, AS REPORTED BY STUDENT TEACHERS AT THE END OF THE FALL, WINTER, AND SPRING QUARTERS

Experiences	On-campus student teachers N=33			Off-campus student teachers N=57		
	Students participating in experiences		Students indicating adequate participation in experiences	Students participating in experiences		Students indicating adequate participation in experiences
	Number Per cent		Number Per cent	Number Per cent		Number Per cent
	Number	Per cent	Number	Per cent	Number	Per cent
Attending school athletic events	29	88	29	88	34	59
Attending school social functions	23	70	23	70	43	75
Working with students in co-curricular activities	33	100	33	100	57	100
Helping to plan and present assembly programs	19	58	16	58	31	54
Assisting other teachers	30	90	30	90	57	100
Observing and cooperating with the janitorial staff	33	100	33	100	57	100
Working on various committees of the school	7	21	7	21	19	33
Visiting parents	29	88	29	88	33	58
Attending P.T.A. meetings	26	79	26	79	44	77
Contributing to or appearing on community programs	3	9	3	9	9	16

per cent or more participated in the following five experiences; attending school social functions, attending P.T.A. meetings, attending school athletic events, visiting parents, and assisting other teachers. The following two experiences were participated in by seventy per cent or more of those teaching off-campus: attending school social functions and attending P.T.A. meetings. It may be noted that seven, or twenty-one per cent, of the on-campus student teachers worked on various committees of the school and three student teachers, or nine per cent, contributed to or appeared on community programs. Of the fifty-seven student teachers teaching off-campus, nineteen, or thirty-three per cent, worked on various committees of the school, and nine, or sixteen per cent contributed to or appeared on community programs. A larger per cent of student teachers on-campus participated in four of the ten experiences, and a larger per cent of student teachers off-campus participated in four of the ten experiences.

Adequate participation was provided in all of the experiences for those teaching on-campus and off-campus.

Experiences Contributing to the Attainment of Objective Three

As shown in Table 3, all of the student teachers teaching on-campus participated in three of the eleven experiences. They are: studying school rules and regulations,

TABLE 3. ADEQUACY OF PARTICIPATION IN EXPERIENCES DESIGNED TO ENABLE THE STUDENT TEACHER TO SECURE AN ADEQUATE WORKING KNOWLEDGE OF THE TOTAL SCHOOL ACTIVITIES AND SCHEDULES, AS REPORTED BY STUDENT TEACHERS AT THE END OF THE FALL, WINTER, AND SPRING QUARTERS

Experiences	On-campus student teachers N=33				Off-campus student teachers N=57			
	Students participating in experiences		Students indicating adequate participation in experiences		Students participating in experiences		Students indicating adequate participation in experiences	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Studying school rules and regulations	33	100	33	100	51	89	51	89
Becoming familiar with the sequence of courses in the curriculum of the school	31	94	31	94	52	90	52	90
Observing classes in all areas of instruction	25	76	25	76	30	53	30	53
Attending faculty or departmental meetings	29	88	29	88	41	72	41	72
Working on various committees of the school	7	21	5	15	19	33	9	16
Studying the existing courses of study	21	64	21	64	37	65	37	65
Assisting in co-curricular activities	33	100	26	79	57	100	51	89
Working or observing in the principal's office	3	9	3	9	19	33	19	33
Arranging or accompanying pupils on field trips	14	42	14	42	23	40	23	40
Assisting in homeroom activities	33	100	33	100	57	100	57	100
Making use of library facilities	29	88	29	88	34	59	34	59

assisting in co-curricular activities, and assisting in home-room activities. Those teaching in off-campus situations participated in two of the eleven experiences. They are: assisting in co-curricular activities, and assisting in home-room activities. Of those teaching on-campus, seventy per cent or more observed classes in all areas of instruction, attended faculty or departmental meetings, made use of library facilities, and became familiar with the sequence of courses in the curriculum of the school. Seventy per cent of those teaching off-campus engaged in attending faculty or departmental meetings, studying school rules and regulations, and becoming familiar with the sequence of courses in the curriculum of the school. A larger per cent of student teachers on-campus participated in five of the eleven experiences, and a larger per cent of off-campus student teachers participated in three of the experiences.

Adequate participation was provided for both on-campus and off-campus student teachers in all but two of the experiences: working on various committees of the school, and assisting in co-curricular activities.

Experiences Contributing to the Attainment of Objective Four

As may be seen in Table 4, all of the student teachers teaching on-campus participated in the following six experiences:

TABLE 4. ADEQUACY OF PARTICIPATION IN EXPERIENCES DESIGNED TO ENABLE THE STUDENT TEACHER TO BECOME FAMILIAR WITH NECESSARY ROUTINE WORK OF THE CLASSROOM TEACHER, AS REPORTED BY STUDENT TEACHERS AT THE END OF THE FALL, WINTER, AND SPRING QUARTERS

Experiences	On-campus student teachers N=33		Off-campus student teachers N=57	
	Students participating in experiences	Students indicating adequate participation in experiences	Students participating in experiences	Students indicating adequate participation in experiences
	Number	Per cent	Number	Per cent
Recording and submitting attendance data	33	100	33	100
Making announcements, reading bulletins, etc.	33	100	33	100
Supervising loading and unloading of school buses	31	94	31	94
Accepting extra assignments in study halls, lunchroom, halls	27	82	27	82
Assisting with school plays, musical events, athletic events	20	61	19	58
Making entries in cumulative records	33	100	30	90
Making out report cards	24	73	24	73
Requisitioning supplies, scheduling movies	33	100	33	100
Making daily health observation	33	100	33	100
Collecting fees and distributing and collecting books	33	100	33	100

recording and submitting attendance data, making announcements, reading bulletins, etc., making entries in cumulative records, requisitioning supplies, scheduling movies, making daily health observation, and collecting fees and distributing and collecting books. All of the student teachers teaching off-campus participated in the same experiences plus one other, accepting extra assignments in study halls, lunchrooms, halls. It may also be seen that seventy per cent or more of those teaching on-campus participated in all but one of the remaining experiences, assisting with school plays, musical events, athletic events. Seventy per cent or more of those teaching off-campus participated in all of the remaining experiences. A larger per cent of student teachers on-campus participated in one of the ten experiences and a larger per cent of those teaching off-campus participated in three of the ten experiences.

Adequate participation was provided for those on-campus in all experiences except: assisting with school plays, musical events, athletic events, and making entries in cumulative records. Off-campus, adequate participation was provided in all but making entries in cumulative records.

Experiences Contributing to the Attainment of Objective Five

As shown in Table 5, all of the student teachers teaching

TABLE 5. ADEQUACY OF PARTICIPATION IN EXPERIENCES DESIGNED TO ENABLE THE STUDENT TEACHER TO BECOME ACQUAINTED WITH THE PHILOSOPHY AND OBJECTIVES OF THE SCHOOL, AS REPORTED BY STUDENT TEACHERS AT THE END OF THE FALL, WINTER, AND SPRING QUARTERS

Experiences	On-campus student teachers N=33				Off-campus student teachers N=57			
	Students participating in experiences		Students indicating adequate participation in experiences		Students participating in experiences		Students indicating adequate participation in experiences	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Working on a faculty curriculum and/or philosophy committee	2	6	2	6	8	14	8	14
Studying the student handbook and general organizational bulletin	33	100	33	100	47	82	47	82
Attending faculty meetings	29	88	29	88	49	86	49	86
Holding conferences with supervising teachers regarding aims and objectives of the school	33	100	33	100	50	88	50	88
Holding conferences with the principal or other administrators regarding aims and objectives of the school	1	3	1	3	31	54	31	54
Handling discipline problems	33	100	29	88	57	100	47	82
Holding conferences with deans or guidance personnel	0	00	0	00	5	8	5	8
Taking an active part in P.T.A.	26	79	26	79	44	77	44	77

on-campus participated in three of the eight experiences. They are: studying the student handbook and general organizational bulletin, holding conferences with supervising teachers regarding aims and objectives of the school, and handling discipline problems. All of those teaching off-campus participated in handling discipline problems. Also, seventy per cent or more of those teaching on-campus participated in taking an active part in P.T.A., and attending faculty meetings. Seventy per cent of off-campus student teachers participated in the same two experiences plus studying the student handbook and general organizational bulletin and holding conferences with supervising teachers regarding aims and objectives of the school. A larger per cent of on-campus student teachers participated in two of the eight experiences, and a larger per cent of off-campus student teachers participated in three experiences.

Both on-campus and off-campus student teachers indicated that adequate participation was not provided in handling discipline problems.

Experiences Contributing to the Attainment of Objective Six

As may be seen in Table 6, all of the student teachers teaching in both on-campus and off-campus situations participated in five of the eight experiences. They are: preparing and

TABLE 6. ADEQUACY OF PARTICIPATION IN EXPERIENCES DESIGNED TO ENABLE THE STUDENT TEACHER TO LEARN TO COLLECT, INTERPRET, AND USE DATA IN EVALUATING PUPIL GROWTH, AS REPORTED BY STUDENT TEACHERS AT THE END OF THE FALL, WINTER, AND SPRING QUARTERS

Experiences	On-campus student teachers N=33			Off-campus student teachers N=57		
	Students participating in experiences		Students indicating adequate participation in experiences	Students participating in experiences		Students indicating adequate participation in experiences
	Number	Per cent		Number	Per cent	
Preparing and administering tests	33	100	33	57	100	57
Scoring and grading examinations	33	100	33	57	100	57
Making use of cumulative records	32	97	29	55	96	41
Holding conferences with pupils concerning progress	33	100	33	57	100	57
Keeping a daily record book	14	42	14	21	37	21
Holding conferences with previous teachers of students	18	55	18	41	72	41
Holding conferences with supervising teachers concerning pupil progress	33	100	33	57	100	57
Making use of test scores	33	100	33	57	100	57

administering tests, scoring and grading examinations, holding conferences with pupils concerning progress, holding conferences with supervising teachers concerning pupil progress, and making use of test scores. One other experience was participated in by seventy per cent or more of the on-campus student teachers, making use of cumulative records, and in addition to this experience, seventy per cent or more of the off-campus student teachers participated in holding conferences with previous teachers of students. A larger per cent of those on-campus participated in two of the eight experiences, and a larger per cent of those off-campus participated in one experience.

Adequate participation was provided for both on-campus and off-campus student teachers in all experiences except one, making use of cumulative records.

Experiences Contributing to the Attainment of Objective Seven

As one may see by observing Table 7, all of the student teachers teaching on-campus participated in four of the ten experiences. They are: preparing and administering and scoring the results of tests, holding conferences with individual pupils on school work or individual problems, grading written work of pupils, and holding conferences with staff members. In addition to the four previously mentioned, all of the off-campus student teachers participated in preparing lesson or

TABLE 7. ADEQUACY OF PARTICIPATION IN EXPERIENCES DESIGNED TO ENABLE THE STUDENT TEACHER TO LEARN RESPONSIBILITY ON A PROFESSIONAL BASIS AND BECOME A TEMPORARY MEMBER OF THE SCHOOL FACULTY, AS REPORTED BY STUDENT TEACHERS AT THE END OF THE FALL, WINTER, AND SPRING QUARTERS

Experiences	On-campus student teachers N=33			Off-campus student teachers N=57		
	Students participating in experiences		Students indicating adequate participation in experiences	Students participating in experiences		Students indicating adequate participation in experiences
	Number	Per cent	Number	Per cent	Number	Per cent
Assuming responsibility for the class or classes with the supervising teacher absent	31	94	26	79	51	89
Preparing and administering and scoring the results of tests	33	100	33	100	57	100
Holding conferences with individual pupils on school work or individual problems	33	100	33	100	57	100
Assuming full responsibility for co-curricular activity	16	48	14	42	31	54
Grading written work of pupils	33	100	33	100	57	100
Preparing lesson or unit plans	31	94	31	94	57	100
Holding conferences with staff members	33	100	33	100	57	100
Reading professional magazines or books apart from assignments	32	97	32	97	55	96
Attending professional meetings	30	90	30	90	49	86
Presenting or participating in programs in assembly or professional meetings	9	27	9	27	38	67

unit plans. It may also be seen that seventy per cent or more of the on-campus and off-campus student teachers participated in assuming responsibility for the class or classes with the supervising teacher absent, preparing lesson or unit plans, reading professional magazines or books apart from assignments, and attending professional meetings. A larger per cent of on-campus student teachers participated in three of the ten experiences, and a larger per cent of those off-campus participated in three of the ten experiences.

Student teachers in both on-campus and off-campus situations indicated that adequate participation was not provided for the following two experiences: assuming responsibility for the class or classes with the supervising teacher absent, and assuming full responsibility for the co-curricular activity.

Experiences Contributing to the Attainment of Objective Eight

As shown in Table 8, all of the student teachers on-campus participated in five of the eleven experiences. They are: holding conferences with the supervising teacher whenever needed, assuming all the duties of the supervising teacher for a limited time, becoming acquainted through observation and conferences with the work of special service personnel, observing the supervising teacher and other teachers in the school, and teach-

TABLE 8. ADEQUACY OF PARTICIPATION IN EXPERIENCES DESIGNED TO STIMULATE THE STUDENT TEACHER'S DESIRE FOR CONTINUED PERSONAL AND PROFESSIONAL GROWTH, AS REPORTED BY STUDENT TEACHERS AT THE END OF THE FALL, WINTER, AND SPRING QUARTERS

Experiences	On-campus student teachers N=33			Off-campus student teachers N=57		
	Students participating in experiences	Students indicating adequate participation in experiences	Students participating in experiences	Students participating in experiences	Students indicating adequate participation in experiences	Students participating in experiences
	Number	Per cent	Number	Per cent	Number	Per cent
Reading professional literature	32	97	32	97	57	100
Visiting other schools	3	9	3	9	19	33
Writing articles for school publications or for professional publications	0	00	0	00	2	5
Attending professional meetings, workshops, conventions	17	51	17	51	31	54
Joining professional organizations	2	6	2	6	4	7
Holding conferences with the supervising teacher whenever needed	33	100	33	100	57	100
Assuming all the duties of the supervising teacher	33	100	33	100	57	100
Becoming acquainted through observation with the work of special service personnel	33	100	33	100	57	100
Observing the supervising teacher and other teachers in the school	33	100	33	100	57	100
Teaching the class with the supervising teacher present	33	100	33	100	57	100
Observing the work of specialists in the school	9	27	9	27	29	50

ing the class with the supervising teacher present. All of those teaching off-campus participated in the same five experiences plus one other experience: reading professional literature. It may be seen that seventy per cent or more of those teaching off-campus did not participate in any of the remaining experiences. It may also be noted that none of the on-campus student teachers participated in writing articles for school publications or for professional publications, and two, or five per cent of the off-campus student teachers engaged in this experience.

Adequate participation was provided for both on-campus and off-campus student teachers in all of the eleven experiences.

Experiences Contributing to the Attainment of Objective Nine

As revealed in Table 9, all of the on-campus student teachers participated in eight of the twelve experiences. They are: doing independent teaching, planning and presenting a unit of work, making allowance for current materials in daily plans, providing for and guiding classroom discussion, planning work with allowance for individual differences, studying available library facilities, using special projects in classroom work, and planning for participation from all students. All of those teaching in off-campus schools participated in the same experiences with the exception of studying available library facilities. It is also revealed in Table 2, that seventy per cent of

TABLE 9. ADEQUACY OF PARTICIPATION IN EXPERIENCES DESIGNED TO ENABLE THE STUDENT TEACHER TO APPLY THEORY LEARNED BY DEVELOPING THE ABILITY TO PLAN, ORGANIZE, AND PRESENT CLASSROOM WORK EFFECTIVELY, AS REPORTED BY STUDENT TEACHERS AT THE END OF THE FALL, WINTER, AND SPRING QUARTERS

Experiences	On-campus student teachers N=33				Off-campus student teachers N=57			
	Students participating in experiences		Students indicating adequate participation in experiences		Students participating in experiences		Students indicating adequate participation in experiences	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Doing independent teaching	33	100	33	100	57	100	57	100
Planning and presenting a unit of work	33	100	33	100	57	100	57	100
Making allowance for current materials in daily plans	33	100	33	100	57	100	57	100
Providing for and guiding classroom discussion	33	100	33	100	57	100	57	100
Planning work with allowance for individual differences	33	100	26	79	57	100	55	96
Utilizing audio-visual materials in teaching	30	90	30	90	56	98	56	98
Becoming acquainted with special abilities, aptitudes, or interests of class members	31	94	31	94	56	98	56	98
Studying library facilities	33	100	33	100	48	84	48	84
Using special projects in classroom work	33	100	33	100	57	100	57	100
Planning for participation from all students	33	100	33	100	57	100	57	100
Using student-teacher planning in developing plans	31	94	30	90	55	96	48	84
Making use of community resources	26	79	26	79	50	88	50	88

both on-campus and off-campus student teachers participated in the remaining experiences. A larger per cent of those in on-campus schools participated in one experience, and a larger per cent of those in off-campus schools participated in four of the twelve experiences.

Student teachers in both on-campus and off-campus situations indicated that adequate participation was not provided for the following two experiences: planning work with allowance for individual differences, and using student-teacher planning in developing plans.

Experiences Contributing to the Attainment of Objective Ten

As may be seen in Table 10, all of the on-campus student teachers participated in the following five experiences: using bulletin boards, giving demonstrations in class, arranging display materials, arranging work on the blackboard, and making use of the library. Of these five experiences, the one not participated in by all of the off-campus student teachers was making use of the library. Seventy per cent or more of the on-campus students also participated in using current newspapers and magazines, making use of community resources, and making use of available audio-visual equipment. In addition to these three experiences, seventy per cent of the off-campus student teachers participated in making use of

TABLE 10. ADEQUACY OF PARTICIPATION IN EXPERIENCES DESIGNED TO ENABLE THE STUDENT TEACHER TO LEARN TO USE VARIOUS TYPES OF TEACHING MATERIALS, AS REPORTED BY STUDENT TEACHERS AT THE END OF THE FALL, WINTER, AND SPRING QUARTERS

Experiences	On-campus student teachers N=33			Off-campus student teachers N=57		
	Students participating in experiences		Students indicating adequate participation in experiences	Students participating in experiences		Students indicating adequate participation in experiences
	Number	Per cent		Number	Per cent	
Using movie or filmstrip projector	16	48	14	42	33	58
Using duplicating materials and equipment	22	67	22	67	33	58
Using bulletin boards	33	100	33	100	57	100
Using current newspapers and magazines	24	73	24	73	41	72
Giving demonstrations in class	33	100	33	100	57	100
Arranging display materials	33	100	33	100	57	100
Ordering free material from available sources	7	21	7	21	18	31
Arranging work on the black-board	33	100	33	100	57	100
Making use of community resources	27	82	27	82	41	72
Making use of the library	33	100	33	100	44	77
Making use of available audio-visual equipment	30	90	30	90	56	98

the library. A larger per cent of the on-campus student teachers participated in four of the experiences, and a larger per cent of the off-campus student teachers participated in two of the twelve experiences.

According to the reports of the on-campus student teachers, adequate participation was not provided for the experience using movie or film strip projector. Off-campus student teachers indicated adequate participation for all of the experiences.

Experiences Contributing to the Attainment of Objective Eleven

As shown in Table 11, three of the experiences were participated in by all of the on-campus student teachers. They are: administering the teacher evaluation sheet, participating in conferences for discussion of the student teacher evaluation sheet, and participation in daily informal discussion or evaluation of strengths and weaknesses. All those in off-campus schools participated in the following three experiences: administering the teacher evaluation sheet, participating in conferences for discussion of the student teacher evaluation sheet, and holding conferences with off-campus supervisor. Seventy per cent or more of the off-campus student teachers also participated in participation in daily informal discussion or evaluation of strengths and weaknesses. A larger per cent of on-campus student teachers participated in one experience,

TABLE 11. ADEQUACY OF PARTICIPATION IN EXPERIENCES DESIGNED TO ENABLE THE STUDENT TEACHER TO ACCEPT EVALUATION FROM OTHERS, AS REPORTED BY STUDENT TEACHERS AT THE END OF THE FALL, WINTER, AND SPRING QUARTERS

Experiences	On-campus student teachers N=33			Off-campus student teachers N=57		
	Students participating in experiences	Students indicating adequate participation in experiences	Number Per cent	Students participating in experiences	Students indicating adequate participation in experiences	Number Per cent
	Number	Per cent		Number	Per cent	
Administering the teacher evaluation sheet	33	100	33	100	57	100
Making use of a self-evaluation scale	7	21	7	21	13	23
Participating in conferences for discussion of the teacher evaluation sheet	33	100	33	100	57	100
Participating in daily informal discussion or evaluation of strengths and weaknesses	33	100	33	100	46	80
Holding conferences with off-campus supervisor	21	64	21	64	57	100
Holding conferences with administrative personnel	4	12	4	12	21	37

and a larger per cent of off-campus students participated in three of the six experiences.

Adequate participation was provided in all experiences for both on-campus and off-campus student teachers.

Experiences Contributing to the Attainment of Objective Twelve

As revealed in Table 12, all of the student teachers teaching in both on-campus and off-campus situations participated in the following experiences: holding conferences with supervising teachers concerning dress, appearance, posture, and giving pupils an opportunity for teacher evaluation. None of the remaining experiences were participated in by seventy per cent or more of the student teachers on-campus or off-campus. It may be noted that none of the on-campus student teachers participated in appearing before civic and service clubs of the community, and five, or nine per cent, of the off-campus students engaged in this experience. Again, none of the remaining experiences were participated in by seventy per cent or more of the student teachers on-campus or off-campus. A larger per cent of on-campus student teachers participated in two experiences, and a larger per cent of off-campus student teachers participated in three of the eight experiences.

Adequate participation was provided in all experiences for both on-campus and off-campus student teachers.

TABLE 12. ADEQUACY OF PARTICIPATION IN EXPERIENCES DESIGNED TO DEVELOP OR STRENGTHEN THE PERSONAL CHARACTERISTICS THAT ARE ASSOCIATED WITH SUCCESSFUL TEACHING, AS REPORTED BY STUDENT TEACHERS AT THE END OF THE FALL, WINTER, AND SPRING QUARTERS

Experiences	On-campus student teachers N=33		Off-campus student teachers N=57	
	Students participating in experiences	Students indicating adequate participation in experiences	Students participating in experiences	Students indicating adequate participation in experiences
	Number	Per cent	Number	Per cent
Holding conferences with super- vising teachers concerning dress, appearance, posture	33	100	57	100
Making and analyzing a recording of voice	4	12	4	7
Using a self-analysis of personality	6	18	9	16
Using a self-analysis of English usage	4	12	7	12
Giving pupils an opportunity for teacher evaluation	33	100	57	100
Meeting parents and citizens of the community	11	33	21	37
Appearing before student body in assembly	8	24	23	40
Appearing before civic and service clubs of the community	0	00	5	9

Experiences Contributing to the Attainment of Objective Thirteen

It may be seen in Table 13, that all of the on-campus students participated in the following seven experiences: participating in class discussions, assisting in directed study activities, making lesson plans or unit plans, teaching an entire class period, checking the school library for supplementary materials, preparing, administering, scoring and interpreting results of the tests in subject matter field, and reading literature in subject matter field. The experience that was participated in by all students on-campus that was not participated in by all students off-campus was checking the school library for supplementary materials. Of the remaining experiences, seventy per cent or more of the on-campus student teachers participated in bringing in outside persons and materials to enrich classroom work, and seventy per cent or more of the off-campus student teachers participated in all of the remaining experiences. A larger per cent of on-campus student teachers participated in two of the experiences, and a larger per cent of the off-campus student teachers participated in one of the nine experiences.

As reported by on-campus student teachers, adequate participation was provided for all experiences except the following: making lesson plans or unit plans. As reported by off-campus student teachers, adequate participation was provided for all experiences.

TABLE 13. ADEQUACY OF PARTICIPATION IN EXPERIENCES DESIGNED TO ENABLE THE STUDENT TEACHER TO BROADEN AND STRENGTHEN HIS KNOWLEDGE OF HIS SUBJECT MATTER FIELD, AS REPORTED BY STUDENT TEACHERS AT THE END OF THE FALL, WINTER, AND SPRING QUARTERS

Experiences	On-campus student teachers N=33		Off-campus student teachers N=57			
	Students participating in experiences	Students indicating adequate participation in experiences	Students participating in experiences	Students indicating adequate participation in experiences		
	Number	Per cent	Number	Per cent		
Participating in class discussions	33	100	33	100	57	100
Assisting in directed study activities	33	100	33	100	57	100
Making lesson plans or unit plans	33	100	29	88	57	100
Teaching an entire class period	33	100	33	100	57	100
Checking the school library for supplementary materials	33	100	33	100	42	74
Preparing, administering, scoring and interpreting results of tests in subject matter field	33	100	33	100	57	100
Reading literature in subject matter field	33	100	33	100	57	100
Bringing in outside persons and materials to enrich classroom work	29	88	29	88	49	86
Observing other teachers in subject matter area	19	58	19	58	43	75

CHAPTER IV

ATTAINMENT OF OBJECTIVES OF THE
STUDENT TEACHING PROGRAM

The findings concerning the attainment of the objectives of the student teaching program as reported by the student teachers and their supervising teachers are presented in this chapter. The data submitted by student teachers and supervising teachers are presented in categories to show the extent the objectives were being achieved by the student teachers at the end of the first four weeks, second four weeks, and third four weeks of the fall, winter, and spring quarters.

As a basis for the formulation of objectives of the student teaching program at Appalachian State Teachers College, nineteen values of the full-time off-campus program were restated in the form of objectives. These were studied and evaluated by the college faculty members who had been responsible for the formulation of the values of the full-time off-campus student teaching program. The faculty approved the following eleven objectives:

1. To provide experiences which will create an understanding of the physical, mental, and emotional development of children
2. To provide experiences which will develop competence in establishing and maintaining cordial relations with pupils, school personnel, and parents
3. To provide experiences which will enable the student teacher to secure an adequate working

knowledge of the total school activities and schedules

4. To provide experiences which will enable the student teacher to become familiar with necessary routine work of the classroom teacher
5. To provide experiences whereby the student teacher can become acquainted with the philosophy and objectives of the school
6. To provide experiences in which the student teacher learns to collect, interpret, and use data in evaluating pupil growth
7. To provide experiences in which the student teacher learns responsibility on a professional basis and becomes a temporary member of the school faculty
8. To provide experiences which will stimulate the student teacher's desire for continued personal and professional growth
9. To provide experiences that will enable the student teacher to apply theory learned by developing the ability to plan, organize and present classroom work effectively
10. To provide experiences in which the student teacher learns to use various types of teaching materials
11. To provide experiences in which the student teacher learns to accept evaluation from others

The college faculty members responsible for student teaching recommended that additional objectives be added to include the personal characteristics of the student teacher and his knowledge of his subject matter field. The following two objectives were approved by the faculty, making a total of thirteen objectives for the student teaching program:

1. To provide experiences that will develop or strengthen the personal characteristics that are

associated with successful teaching

2. To provide experiences that will enable the student teacher to broaden and strengthen his knowledge of his subject matter field

Results of Student Teachers' Reports

A total of thirty-three on-campus student teachers, and a total of fifty-seven off-campus student teachers completed their student teaching assignment in the elementary schools. As may be seen in Table 14, one objective, Objective Seven, relating to providing experiences in which the student learns responsibility on a professional basis and becomes a temporary member of the school faculty, was attained to a high degree of achievement by fifty per cent or more of the on-campus student teachers at the end of the first four weeks of student teaching. It may also be seen that fifty per cent or more of the off-campus student teachers attained this same objective to a high degree. Fifty per cent or more of the off-campus student teachers also attained Objective Four, relating to providing experiences which will enable the student to become familiar with necessary routine work of the classroom teacher, to a high degree of achievement. One may observe also that three of the on-campus student teachers, or nine per cent, attained to a high degree of achievement Objective One, relating to providing experiences which will create an understanding of the physical, mental, and emotional development

TABLE 14. DEGREE OF ATTAINMENT OF OBJECTIVES OF STUDENT TEACHING, AS JUDGED BY STUDENT TEACHERS AT THE END OF THE FIRST, SECOND, AND THIRD FOUR WEEKS OF THE FALL, WINTER, AND SPRING QUARTERS

Objectives	Students attaining objectives to a high degree of achievement at the end of the first four weeks				Students attaining objectives to a high degree of achievement at the end of the second four weeks				Students attaining objectives to a high degree of achievement at the end of the third four weeks			
	On-campus students N=33		Off-campus students N=57		On-campus students N=33		Off-campus students N=57		On-campus students N=33		Off-campus students N=57	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Objective 1. To provide experiences which will create an understanding of the physical, mental, and emotional development of children	3	9	9	16	14	42	24	42	17	51	37	65
Objective 2. To provide experiences which will develop competence in maintaining cordial relations with pupils, school personnel, and parents	11	33	19	33	20	61	41	72	28	85	51	89
Objective 3. To provide experiences which will enable the student teacher to secure an adequate working knowledge of the total school activities and schedules	6	18	21	37	18	55	34	59	26	79	52	90
Objective 4. To provide experiences which will enable the student to become familiar with necessary routine work of the classroom teacher	16	49	31	54	26	79	47	82	30	90	55	96
Objective 5. To provide experiences whereby the student can become acquainted with the philosophy of the school	9	27	11	19	12	36	23	40	18	55	37	65
Objective 6. To provide experiences in which the student learns to collect and use data in evaluating pupil growth	3	9	8	14	13	40	23	40	23	70	39	67
Objective 7. To provide experiences in which the student learns responsibility on a professional basis and becomes a temporary member of the school faculty	18	55	31	54	26	79	46	80	31	94	57	100
Objective 8. To provide experiences which will stimulate the students desire for personal and professional growth	11	33	23	40	19	58	41	72	26	79	51	89
Objective 9. To provide experiences that will enable the student to apply theory learned by developing the ability to plan organize and present class work effectively	5	15	8	14	27	82	51	89	29	88	55	96
Objective 10. To provide experiences in which the student learns to use various types of teaching materials	12	36	21	37	25	76	41	72	29	88	46	80
Objective 11. To provide experiences in which the student learns to accept evaluation from others	12	36	24	42	28	85	52	90	31	94	55	96
Objective 12. To provide experiences that will develop the personal characteristics that are associated with successful teaching	2	6	9	16	18	55	30	53	27	82	46	80
Objective 13. To provide experiences that will enable the student to broaden and strengthen his knowledge of his subject matter field	11	33	22	37	22	67	37	65	33	100	57	100

of children, and Objective Six, relating to providing experiences in which the student learns to collect and use data in evaluating pupil growth. And, two, or six per cent attained to a high degree Objective Twelve, relating to the experiences that will develop the personal characteristics associated with successful teaching.

As reported by student teachers at the end of the first four weeks, a larger per cent of those teaching on-campus attained to a high degree of achievement three of the thirteen objectives, and larger per cent of those teaching off-campus attained to a high degree of achievement nine of the thirteen objectives.

At the end of the second four weeks of student teaching, it may be seen that seventy per cent or more of the on-campus student teachers attained to a high degree five of the thirteen objectives. They are: Objective Four, relating to experiences which will enable the student to become familiar with necessary routine work of the classroom teacher; Objective Seven, relating to experiences in which the student learns responsibility on a professional basis and becomes a temporary member of the school faculty; Objective Nine, relating to experiences that will enable the student to apply theory learned by developing the ability to plan, organize, and present classroom work effectively; Objective Ten, relating to experiences in which the student learns to use various types of teaching materials; and Objective Eleven, relating to experiences in which the

student learns to accept evaluation from others. Seventy per cent or more of the student teachers teaching off-campus attained to a high degree of achievement the same five objectives, and in addition attained to a high degree of achievement Objective Two, relating to experiences which will develop competence in maintaining cordial relations with pupils, school personnel, and parents. It may be noted that the smaller per cent of both on-campus and off-campus student teachers attained the same three objectives to a high degree of achievement at the end of the second four weeks. The objectives are: Objective One, relating to experiences which will create an understanding of the physical, mental, and emotional development of children; Objective Five, relating to experiences whereby the student can become acquainted with the philosophy and objectives of the school; and Objective Six, relating to experiences in which the student learns to collect, interpret, and use data in evaluating pupil growth.

As reported by student teachers at the end of the second four weeks, a larger per cent of those teaching on-campus attained to a high degree of achievement three of the thirteen objectives, and a larger per cent of those teaching off-campus attained to a high degree of achievement eight of the thirteen objectives.

At the end of the student teaching experience, it may be seen that seventy per cent or more of the student teachers

teaching on-campus attained to a high degree of achievement all but two of the thirteen objectives. These two objectives are: Objective One, relating to experiences which will create an understanding of the physical, mental, and emotional development of children, and Objective Five, relating to experiences whereby the student can become acquainted with the philosophy and objectives of the school. As reported by the student teachers teaching off-campus at the end of the third four weeks, seventy per cent or more attained to a high degree of achievement all but three of the objectives. In addition to the two previously mentioned, thirty-eight, or sixty-seven per cent, of those teaching off-campus attained to a high degree Objective Six, relating to experiences in which the student learns to collect, interpret, and use data in evaluating pupil growth. All of the thirty-three student teachers teaching on-campus, and all of the fifty-seven student teachers teaching off-campus attained to a high degree of achievement Objective Thirteen, relating to experiences that will enable the student to broaden and strengthen his knowledge of his subject matter field, and all of those teaching off-campus attained to a high degree of achievement Objective Seven, relating to experiences in which the student learns responsibility on a professional basis and becomes a temporary member of the school faculty.

As reported by student teachers at the end of the student teaching experience, a larger per cent of student teachers

teaching on-campus attained to a high degree of achievement three of the thirteen objectives, and a larger per cent of those teaching off-campus attained to a high degree of achievement nine of the thirteen objectives.

Results of Supervising Teachers' Reports

As may be seen in Table 15, the supervising teachers working with the on-campus student teachers reported that fifty per cent or more of the student teachers attained to a high degree two of the thirteen objectives at the end of the first four weeks. The objectives are: Objective Four, relating to experiences which will enable the student to become familiar with necessary routine work of the classroom teacher, and Objective Seven, relating to experiences in which the student learns responsibility on a professional basis and becomes a temporary member of the school faculty. The supervising teachers working with off-campus students indicated that one objective was attained to a high degree of achievement by fifty per cent or more of the off-campus student teachers: Objective Eleven, relating to experiences in which the student learns to accept evaluation from others. It may also be seen that the on-campus supervisors indicated that two, or six per cent, of the students attained to a high degree of achievement the following two objectives: Objective Six, relating to experiences in which the student learns to collect, interpret,

TABLE 15. DEGREE OF ATTAINMENT OF OBJECTIVES OF STUDENT TEACHING, AS JUDGED BY SUPERVISING TEACHERS AT THE END OF THE FIRST, SECOND AND THIRD FOUR WEEKS OF THE FALL, WINTER, AND SPRING QUARTERS

Objectives	Students attaining objectives to a high degree of achievement at the end of the first four weeks				Students attaining objectives to a high degree of achievement at the end of the second four weeks				Students attaining objectives to a high degree of achievement at the end of the third four weeks			
	On-campus students N=33		Off-campus students N=57		On-campus students N=33		Off-campus students N=57		On-campus students N=33		Off-campus students N=57	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Objective 1. To provide experiences which will create an understanding of the physical, mental, and emotional development of children	5	15	11	19	12	36	34	59	16	48	41	72
Objective 2. To provide experiences which will develop competence in maintaining cordial relations with pupils, school personnel, and parents	13	40	21	37	22	67	41	72	30	90	52	90
Objective 3. To provide experiences which will enable the student teacher to secure an adequate working knowledge of the total school activities and schedules	6	18	19	33	26	79	38	67	33	100	55	96
Objective 4. To provide experiences which will enable the student to become familiar with necessary routine work of the classroom teacher	18	55	24	42	30	90	46	80	33	100	57	100
Objective 5. To provide experiences whereby the student can become acquainted with the philosophy of the school	3	9	19	33	11	33	41	72	18	55	40	70
Objective 6. To provide experiences in which the student learns to collect, interpret, and use data in evaluating pupil growth	2	6	11	19	19	58	24	42	26	79	41	72
Objective 7. To provide experiences in which the student learns responsibility on a professional basis and becomes a temporary member of the school faculty	19	58	24	42	26	85	46	80	31	94	55	96
Objective 8. To provide experiences which will stimulate the students desire for personal and professional growth	12	36	23	40	25	76	47	82	31	94	55	96
Objective 9. To provide experiences that will enable the student to apply theory learned by developing the ability to plan, organize, and present classroom work effectively	2	6	9	16	20	61	46	80	29	85	56	98
Objective 10. To provide experiences in which the student learns to use various types of teaching materials	9	27	24	42	28	85	43	75	31	94	51	89
Objective 11. To provide experiences in which the student learns to accept evaluation from others	14	42	31	54	31	94	51	89	33	100	55	96
Objective 12. To provide experiences that will develop the personal characteristics that are associated with successful teaching	5	15	19	33	27	82	37	65	30	90	57	100
Objective 13. To provide experiences that will enable the student to broaden and strengthen his knowledge of his subject matter field	11	33	8	14	20	61	24	42	33	100	57	100

and use data in evaluating pupil growth, and Objective Nine, relating to experiences that will enable the student to apply theory learned by developing the ability to plan, organize, and present classroom work effectively. The off-campus supervisors indicated that eight, or fourteen per cent, of the off-campus students attained to a high degree of achievement Objective Thirteen, relating to experiences that will enable the student to broaden and strengthen his knowledge of his subject matter field, and nine, or sixteen per cent, attained to a high degree Objective Nine, relating to experiences that will enable the student to apply theory learned by developing the ability to plan, organize, and present classroom work effectively.

As reported by supervising teachers at the end of the first four weeks, a larger per cent of on-campus student teachers attained to a high degree of achievement four of the thirteen objectives, and a larger per cent of off-campus student teachers attained to a high degree of achievement nine of the thirteen objectives.

At the end of the second four weeks, as reported by supervising teachers working with on-campus student teachers, seventy per cent or more of the students attained to a high degree of achievement seven of the thirteen objectives. They are: Objective Three, relating to experiences which will enable the student to secure an adequate working knowledge of the

total school activities and schedules; Objective Four, relating to experiences which will enable the student to become familiar with necessary routine work of the classroom teacher; Objective Seven, relating to experiences in which the student learns responsibility on a professional basis and becomes a temporary member of the school faculty; Objective Eight, relating to experiences which will stimulate the students desire for personal and professional growth; Objective Ten, relating to experiences in which the student learns to use various types of teaching materials; Objective Eleven, relating to experiences in which the student learns to accept evaluation from others; and Objective Twelve, relating to experiences that will develop the personal characteristics that are associated with successful teaching. At the end of the second four weeks, as reported by supervising teachers working with off-campus student teachers, seventy per cent or more of the students attained to a high degree of achievement eight of the thirteen objectives. It may be seen that five of these objectives, Objectives Four, Seven, Eight, Ten, and Eleven were attained to a high degree of achievement by the on-campus student teachers. In addition to these five objectives, the off-campus students attained to a high degree Objective Two, relating to experiences which will develop competence in maintaining cordial relations with pupils, school personnel, and parents; Objective Five, relating to experiences whereby students can become acquainted with the

philosophy of the school, and Objective Nine, relating to experiences that will enable the student to apply theory learned by developing the ability to plan, organize, and present classroom work effectively.

As reported by supervising teachers at the end of the second four weeks, a larger per cent of the on-campus students attained to a high degree of achievement eight of the thirteen objectives, and a larger per cent of the off-campus students attained to a high degree of achievement five of the thirteen objectives.

At the end of the student teaching experience, as reported by the supervising teachers, it may be seen in Table Fifteen, that seventy per cent or more of the student teachers teaching on-campus attained to a high degree of achievement all but two of the objectives. These two objectives are: Objective One, relating to experiences which will create an understanding of the physical, mental, and emotional development of children, and Objective Five, relating to experiences whereby the student can become acquainted with the philosophy of the school. It may also be noted that all of the on-campus students attained to a high degree of achievement the following four objectives: Objective Three, relating to experiences which will enable the student teacher to secure an adequate working knowledge of the total school activities and schedules; Objective Four, relating to experiences which will enable the student to become familiar with necessary routine work of the classroom teacher; Objective

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Objective Eleven, relating to experiences in which the student learns to accept evaluation from others; and Objective Thirteen, relating to experiences that will enable the student to broaden and strengthen his knowledge of his subject matter field. As reported by the off-campus supervisors, seventy per cent or more of the students attained all of the thirteen objectives to a high degree of achievement. Three of the objectives were attained to a high degree of achievement by all of the students. They are as follows: Objective Four, relating to experiences which will enable the student to become familiar with necessary routine work of the classroom teacher; Objective Twelve, relating to experiences that will develop the personal characteristics that are associated with successful teaching; and Objective Thirteen, relating to experiences that will enable the student to broaden and strengthen his knowledge of his subject matter field.

As reported by supervising teachers at the end of the third four weeks, a larger per cent of the on-campus students attained to a high degree of achievement four of the thirteen objectives, and a larger per cent of the off-campus students attained to a high degree of achievement six of the thirteen objectives.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The school year 1955-1956 marked the sixth year of operation of a full-time off-campus student teaching program at Appalachian State Teachers College, which operated simultaneously with an on-campus program in which prospective teachers were assigned to the campus laboratory school for the student teaching experience. Both on-campus and off-campus student teaching programs required an assignment of twelve weeks, or one quarter of teaching.

Summary

The purpose. The purpose of this study was to compare the on-campus and off-campus student teaching patterns at Appalachian State Teachers College with respect to the degree to which the students enrolled in the two patterns attained the objectives of the student teaching program.

The study was limited to those student teachers enrolled in student teaching in the Appalachian Elementary School and the elementary off-campus schools during the academic year 1955-1956, and those supervising teachers who directed and guided the work of the student teachers in the Appalachian Elementary School and the elementary off-campus schools during the academic year 1955-1956.

The following assumptions are basic to this study:

(1) the objectives of student teaching are attained to a large degree through participation in various experiences in the organized program; (2) that the objectives of the on-campus and off-campus programs are the same; (3) student teachers and supervising teachers are capable of making valid judgements concerning the degree of attainment of the objectives of the student teaching program; (4) that the student teachers who participate in the two patterns of student teaching are of equal ability; and (5) the data gathered in this investigation will be reasonably representative of the same kinds of data that might be gathered in any other period of student teaching under similar circumstances.

Related literature. The literature pertaining to the problem under surveillance was divided into two parts; literature related to activities of student teachers, and analysis and evaluation of student teaching programs. Of all the types of literature dealing with the activities of student teachers, periodical articles were the most numerous. There was, however, a great deal of similarity in many of these articles. The literature pertaining to the evaluation of student teaching programs was of two types; studies of colleges to ascertain existing practices, and studies within a particular institution for the purpose of improving the program in operation.

Participation in experiences and the adequacy of that participation. The following information concerning the par-

ticipation in the experiences leading to the attainment of the objectives were reported by on-campus and off-campus student teachers at the end of the student teaching experience:

1. All of the on-campus student teachers participated in forty-two per cent of the experiences.
2. All of the off-campus student teachers participated in forty per cent of the experiences.
3. From eighty to ninety-nine per cent of the on-campus student teachers participated in nineteen per cent of the experiences.
4. From eighty to ninety-nine per cent of the off-campus student teachers participated in twenty per cent of the experiences.
5. From fifty to seventy-nine per cent of the on-campus student teachers participated in fifteen per cent of the experiences.
6. From fifty to seventy-nine per cent of the off-campus student teachers participated in twenty-one per cent of the experiences.
7. From zero to forty-nine per cent of the on-campus student teachers participated in twenty-three per cent of the experiences.
8. From five to forty-nine per cent of the off-campus student teachers participated in eighteen per cent of the experiences.

Of the on-campus student teachers participating in the experiences, ninety-one per cent reported adequate participation at the end of the student teaching assignment. Of the off-campus student teachers participating in experiences, ninety-four per cent reported adequate participation at the end of the student teaching experience.

Attainment of objectives. As judged by on-campus student teachers, one objective was attained to a high degree of achievement by as many as fifty per cent or more of the student teachers at the end of the first four weeks of student teaching: to provide experiences in which the student learns responsibility on a professional basis and becomes a temporary member of the school faculty. In addition to this objective, fifty per cent or more of the off-campus student teachers attained to a high degree of achievement the following objective; to provide experiences which will enable the student to become familiar with necessary routine work of the classroom teacher, at the end of the first four weeks of student teaching.

As reported by on-campus supervisors at the end of the first four weeks, fifty per cent or more of the students attained to a high degree of achievement the following two objectives; to provide experiences which will enable the student to become familiar with necessary routine work of the classroom teacher, and to provide experiences in which the student learns responsibility on a professional basis and

becomes a temporary member of the school faculty. As reported by off-campus supervisors at the end of the first four weeks, fifty per cent or more of the students attained to a high degree of achievement the following objective; to provide experiences in which the student learns to accept evaluation from others.

As reported by on-campus student teachers at the end of the second four weeks, seventy-five per cent or more of the students attained to a high degree of achievement five of the thirteen objectives. They are: to provide experiences which will enable the student to become familiar with necessary routine work of the classroom teacher; to provide experiences in which the student learns responsibility on a professional basis and become a temporary member of the school faculty; to provide experiences that will enable the student to apply theory learned by developing the ability to plan, organize, and present classroom work effectively; to provide experiences in which the student learns to use various types of teaching materials; and to provide experiences in which the student learns to accept evaluation from others. As reported by off-campus student teachers at the end of the second four weeks, the same objectives were attained to a high degree of achievement with the exception of, to provide experiences in which the student learns to use various types of teaching materials.

As reported by on-campus supervisors at the end of the second four weeks, seventy-five per cent or more of the student

teachers attained to a high degree of achievement the same objectives reported by the student teachers plus the following three objectives; to provide experiences which will enable the student to secure an adequate working knowledge of the total school activities and schedules, to provide experiences which will stimulate the students desire for personal and professional growth, and to provide experiences that will develop the personal characteristics that are associated with successful teaching. As reported by off-campus supervisors at the end of the second four weeks, in addition to the experiences listed by the student teachers as being achieved to a high, the supervisors included, to provide experiences which will develop competence in maintaining cordial relations with pupils, school personnel, and parents, to provide experiences which will stimulate the students desire for personal and professional growth, and to provide experiences in which the student learns to use various types of teaching materials.

As reported by both on-campus and off-campus student teachers at the end of the student teaching experience, all of the objectives were attained to a high degree of achievement by seventy-five per cent or more of the student teachers, with the exception of the following three objectives; to provide experiences which will create an understanding of the physical, mental, and emotional development of children, to provide experiences whereby the student can become acquainted with the

philosophy and objectives of the school, and to provide experiences in which the student learns to collect, interpret, and use the data in evaluating pupil growth.

As reported by on-campus supervising teachers at the end of the third four weeks, seventy-five per cent or more attained all of the objectives to a high degree of achievement with the exception of, to provide experiences which will create an understanding of the physical, mental, and emotional development of children, and to provide experiences whereby the students can become acquainted with the philosophy and objectives of the school. As reported by off-campus supervisors, seventy-five per cent or more of the students attained the objectives to a high degree with the exception of the same three objectives listed by the student teachers.

Conclusions

From the findings in this investigation the following conclusions were derived relative to the student teaching program at Appalachian State Teachers College, and to the differences existing in the two patterns of student teaching in that institution:

1. Off-campus students participated to a greater extent in teaching experiences than did the on-campus student teachers.
2. Both groups of student teachers participated most in experiences related to the actual classroom

situation and least in experiences related to school community relationships.

3. Off-campus students participated to a greater extent in experiences related to the total school and the community than did the on-campus student teachers.
4. Off-campus student teachers had more adequate participation in the total range of experience than did the on-campus student teachers.
5. Objectives concerned with the students classroom contacts were attained earlier than those related to total school and community relationships.
6. In general, the off-campus student teachers had a greater attainment of the objectives of student teaching as judged by student teachers and supervising teachers, at the completion of the student teaching experience than the on-campus student teachers.
7. In general, the supervising teachers judged that the student teachers had a greater attainment of the objectives of student teaching than was judged by the student teachers themselves.

Recommendations

The recommendations for the improvement of the on-campus and off-campus patterns of student teaching in the elementary

schools at Appalachian State Teachers College which seem most reasonable and justifiable are the following:

1. Placement should be made only in those schools which can provide adequate experiences in co-curricular, total school, and school-cummmunity experiences, as well as in good classroom situations.
2. The student teaching program should be made more flexible in terms of varieties of experiences so that students who attain some objectives of student teaching may strive toward the attainment of the remaining objectives.
3. More emphasis than is currently found on this phase of the program should be placed on total school and school-community relationships during the student teaching experience.
4. More pre-student teaching laboratory experiences should be provided for prospective teachers than are provided at the present time. Actual participation in total school experiences should be included as well as observation of classroom procedure.
5. More orientation than they now receive should be given to student teachers prior to their assignments, particularly in terms of what is expected of student teachers, and what they may expect in public schools.

ERASABLE BOND

6. All students should have, prior to their student teaching experience, experience in the use of audio-visual equipment.

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APPENDIX

APPENDIX

Appendix A

Check List Used in Determining Degree of Achievement
of Objectives of Student Teaching

Name _____ School _____ Subjects taught _____

DIRECTIONS: Please place a check mark opposite each objective in one of the columns which best describes the extent to which you have achieved the objectives of student teaching.

Objectives	Degree of achievement		
	High	Average	Low
To provide experiences which will create an understanding of the physical, mental, and emotional development of children			
To provide experiences which will develop competence in establishing and maintaining cordial relations with pupils, school personnel, and parents			
To provide experiences which will enable the student teacher to secure an adequate working knowledge of the total school activities			
To provide experiences which will enable the student teachers to become familiar with necessary routine work of the classroom teacher			
To provide experiences whereby the student teacher can become acquainted with the philosophy and objectives of the school			
To provide experiences in which the student teacher learns to collect, interpret, and use data in evaluating pupil growth			

Objectives	Degree of achievement		
	High	Average	Low
To provide experiences in which the student teacher learns responsibility on a professional basis and becomes a temporary member of the school faculty			
To provide experiences which will stimulate the student teacher's desire for continued personal and professional growth			
To provide experiences that will enable the student teacher to apply theory learned by developing the ability to plan, organize, and present classroom work effectively			
To provide experiences in which the student teacher learns to use various types of teaching materials			
To provide experiences in which the student teacher learns to accept evaluation from others			
To provide experiences that will develop the personal characteristics that are associated with successful teaching			
To provide experiences that will enable the student teacher to broaden and strengthen his knowledge of his subject matter field			

Appendix B

A Check List Used in Determining Participation
in Experiences

Directions: Check the applicable answer for each experience

	Did you partici- pate in experi- ence?	How much value do you assign to each experience?	Is more experi- ence needed?
	Yes No	Much Some No Value	Yes No
Planning remedial measures			
Making case study of pupils			
Working with small groups			
Attending social events			
Supervising study hall			
Teaching in the classroom			
Observing student activities			
Studying cumulative records			
Confering with parents			
Confering with students			
Chaperoning student trips			
Attending athletic avents			
Attending social functions			
Working in co-curricular			
Planning assembly programs			
Assisting other teachers			
Working on committies			
Visiting parents			
Attending P.T.A. meetings			
Appearing on community programs			
Studying school regulations			
Learning sequence of courses			
Observing all classes			
Attending faculty meetings			
Working on committies			
Arranging field trips			
Assisting in homeroom			
Making use of library			

	Did you partici- pate in experi- ence?	How much value do you assign to each experience?	Is more experi- ence needed?
	Yes No	Much Some No Value	Yes No
Doing independent teaching			
Presenting unit of work			
Using current materials			
Guiding classroom discussion			
Using audio-visual materials			
Learning interests of pupils			
Studying library facilities			
Using special projects			
Using community resources			
Using movie projector			
Using duplicating materials			
Using bulletin boards			
Using current newspapers			
Giving demonstrations			
Arranging display materials			
Ordering free material			
Arranging work on blackboard			
Using community resources			
Making use of library			
Using audio-visul materials			
Giving pupil evaluation sheet			
Using self-evaluation scale			
Discussing evaluation sheet			
Holding informal discussions			
Confering with supervisors			
Confering with administrators			
Analyzing voice			
Analyzing personality			
Analyzing English usage			
Meeting parents and citizens			
Appearing before civic clubs			
Bringing in outside persons			
Observing all teachers			
Checking school library			
Making lesson plans			
Preparing, scoring tests			
Directing study activities			

	Did you participate in experience?	How much value do you assign to each experience?	Is more experience needed?
	Yes No	Much Some No Value	Yes No
Recording attendance data			
Making announcements etc.			
Loading school busses			
Assisting with school plays			
Making out report cards			
Scheduling movies			
Making health observations			
Collecting fees			
Working on faculty committee			
Studying student handbook			
Learning objectives of school			
Confering with principal			
Handling discipline problems			
Confering with deans			
Participating in P.T.A.			
Administering tests			
Scoring examinations			
Using cumulative records			
Keeping daily record book			
Knowing pupil progress			
Making use of test scores			
Making pupil evaluation			
Teaching with teacher absent			
Scoring results of tests			
Holding conference with pupils			
Directing co-curricular work			
Grading work of pupils			
Preparing lesson plan			
Reading professional books			
Appearing in assembly			
Visiting other schools			
Writing articles			
Attending conventions			
Joining organizations			
Assuming all classroom duties			
Observing supervising teacher			
Learning work of specialists			